

3 November 1975

MEMORANDUM FOR: Director of Training  
THROUGH : Chief, Intelligence Institute  
SUBJECT : Course Report, Intelligence Process Course  
No. 1-76

### 1. Introductory Comments

STATINTL The former Intelligence Production Course, redesigned and renamed as above, is now structured along the lines recommended by the [REDACTED] report, "A Curriculum for Analytical Training." The length of the course remains the same--five weeks. But under new guidelines and objectives, about 20 presentations or practical exercises included in the last course have been dropped, 25 new ones added, and the focus of many others significantly altered. These are discussed in more detail under Major Changes or Innovations.

The first running of the IPC with its new focus, i.e., the intelligence process, was considered very successful and effective by both students and course managers. The course proceeded smoothly throughout the five weeks with only minor administrative problems. The students were impressed with the high quality and proficiency of virtually all Agency speakers and, in turn, the guest speakers were impressed with the students as an inquisitive, eager and well-informed group. Course objectives, revised somewhat from those of the Intelligence Production Course, were met to a high degree; these objectives and the course methodology are stated in the attached syllabus. Student response to the course, as expressed in two oral critique sessions and one written evaluation, was positive and enthusiastic.

### 2. Class Composition

The class consisted of twenty-two Career Trainees, drawn from two CT classes. Nine had begun the CT Program in January 1975 and were in the final stage of their training before going to permanent jobs in the DDI or DDS&T. Twelve others were new CTs just starting the Program and taking the IPC prior to their DDI or DDS&T interims. (Because the revised CTP schedule calls for all CTs to take both the IPC and Introduction to Operations regardless of their ultimate assignment, this second group included some who are destined

for DDO careers.) Additionally, one student was from a previous CT class; he had been withdrawn from the last running of the Intelligence Production Course--to do a special paper for OSR--with the understanding that he would return to complete the course.

Class members were between 24 and 33 years old and ranged in grade between GS-8 and GS-11. Eight had previous experience with the Agency before joining the CT Program, but none for more than five years. Seven had BAs; fourteen had Masters degrees and one had a PhD. Among those finishing the CT Program and going soon to permanent assignments, seven are going to the Intelligence Directorate (OSR, OCI and [REDACTED]), one to DDS&T (NPIC) and one to the Operations Directorate (DCD).

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### 3. Major Changes or Innovations

Course content was revised extensively from that of the predecessor course, the Intelligence Production Course. These changes brought the course in line with proposals that have been made on analytical training, making it more specific and less a general-purpose introduction to the DDI and the DDS&T. The fact that CTs now take the course as a preparation for their DDI interim also influenced the changes in content. Guest speakers were directed to emphasize the process of intelligence and the interaction that occurs between areas such as requirements, collection, analysis and presentation. Major areas of CIA concern--e.g., SALT, MBFR, Soviet and Chinese political and strategic positions and international monetary developments--were emphasized during visits to various collection, processing, and intelligence production entities in CIA and the Community. Several days were devoted to exercises in writing finished intelligence and in briefing. The latter exercise was video-taped so that the students could see how well they applied the techniques they were taught.

Some of the topics dropped from the new process course were introductory or general lectures that have been incorporated in the new one-week CT orientation course. These included [REDACTED] talk on the Career of an Intelligence Analyst, a discussion of the National Security System, Intelligence Objectives and Productivity, Management of Resources in the Intelligence Community, the National Security Council, Agency Relations with Congress, and Intelligence Activities in a Democratic Society.

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Other topics dropped because they were not pertinent to the course's new objectives or because there was not sufficient time in the five-week period included the Origins

of Central Intelligence, several sessions on cross-cultural awareness, several DDO topics (covered in the Introduction to Operations Course), a visit to State Department, and the Sources Survey and Course Research exercises. Several lectures on information science and new methodologies were also dropped; the students, being all CTs, will later take a two-week course in ISTB/FTD.

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We added many totally new topics this running, most interesting of which were a lecture by [REDACTED] (Chief of OGCR's Visual Information and Design Branch) on the use of graphics in intelligence production, followed by a tour of OGCR's Cartography Division; Congress as an Intelligence Consumer, by the DDI Congressional briefing officer; a visit to the White House Situation Room; a talk from [REDACTED] on intelligence support to the President; and a discussion with a Congressional staffer (W. Clark McFadden II of the Senate Armed Forces Committee) on Congress as a consumer of finished intelligence. Replacing the State Department visit was a presentation on State as a consumer by a senior Foreign Service Officer.

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Additionally, more practical exercises were introduced into the course. A three-day session on "Agency Analytical Writing Techniques," essentially a shortened version of [REDACTED] Intelligence Writing Techniques for CTs, was added. The briefing techniques portion of the last course was revised considerably, with its structure changed and expanded to include a second briefing. Lastly, a short time-dominated writing exercise was added to illustrate the frustrations of writing quickly under pressure. We were basically pleased with these exercises and with the general concept of having students learn by doing. Plans are to continue them with some revisions.

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We continued the generally successful half-day visits to each of the production offices in the DDI and the DDS&T where working analysts present case studies of research they have done. This time, however, we were able to extend this format to more offices and sharpen considerably the focus and direction of the case studies. OER, for example, organized an exceptionally well-received and informative visit in which three young analysts discussed their research projects, not in terms of substance, but rather in terms of the scope of their research problem and its importance, emphasizing sources, methodology, coordination and review. Other offices organized programs that were similar in content and style, some much improved over past performances.

#### 4. Problems Encountered

No major problems were encountered during the course. Minor administrative problems--such as a late shuttle bus or a last minute illness of a speaker--occurred, but these were accepted with good grace by the students.

The shortcomings of a few of the presentations were in sharp contrast to the over-all high quality of the remainder of the sessions. NSA briefers, for example, relied heavily on description of organization with too many vu-graphs at the expense of explaining what NSA does. Although this is a long-standing problem, at least from our view, the course managers plan to visit NSA before the next session of the course to try again to give more specific guidance on what is wanted. Some of the speakers in CRS, additionally, fell back to the relative security of their canned lectures rather than address the specific needs of this particular group of students. Class reaction was tempered by a realistic understanding that there would be low spots as well as high points in a course of broad scope that includes a very large number of speakers. *Good*

It was also felt that the students did not get as much from the coordination segment of the writing exercise as they could have. There were conflicting views among the students as to the objectives and the ground rules for this particular exercise. Next time we will restructure this exercise.

#### 5. Student Reaction

The students demonstrated strong cohesion as a class from the beginning of the course. (No doubt that attendance by part of the class in the one-week Orientation for Career Trainees had an important influence in this respect.) Their identification and cooperation with the course managers was strong and they maintained a remarkably high degree of enthusiasm throughout the five weeks of instruction. Their approach to the course was positive, mature, and professional. Their comments and suggestions offered during review sessions, in informal talks, and in the final course evaluation seem to be thoughtful, constructive, and obviously aimed at improving future presentations.

In the final evaluation form, the class was asked to indicate on a scale of one to seven the degree to which the IPC as a whole met its stated objectives. (One was slight and seven was highly satisfactory.) Their results produced an average ranking of 6. (Four ranked it 5.5; fourteen ranked it 6; two ranked it 6.5 and one ranked it 7.)

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In general, class members felt that the best presentations were the visits to the production offices where relatively junior analysts presented case studies. OER received the most extensive favorable comment in this regard. [REDACTED] the DDI Congressional briefing officer, [REDACTED] of OSI, and [REDACTED] the Presidential briefing officer, were singled out as the most effective speakers; highly ranked were the visits to NPIC, the National Military Command Center at the Pentagon, and the White House Situation Room. The class seemed nearly unanimous on the low points and listed the one-day trips to NSA and to CRS as least effective.

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The most interesting comments in the evaluation forms, however, were suggestions for improving the writing and briefing exercises. Some liked both as is; others thought they were not a good use of time. Quite a few suggested that we should eliminate the second briefing assignment, and several suggested that we combine the writing and briefing exercises in some way. We will work on that as well as other aspects as the IPC goes through its evolutionary change.

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## Attachments:

- A. Course Syllabus (annotated)
- B. Class Roster
- C. Student Critiques